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Original Research Article

THE PEDAGOGICAL MODEL OF SEE

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Abstract:

The present paper is on the Pedagogical Model of SEE. The twenty first century of human world is so complex; every human being is faces a lot of challenges as a member of society. To educate the human being to face the challenges and contribute in creation of harmonious environment is a challenging task for educators and policy makers. Compassion and ethics can support to develop the wisdom among students and other stakeholders. Embedding the SEE learning in educational activities will enable the stake holders to critically examine their actions and control their destructive emotions accordingly to maintain the harmonious environment for others. SEE Learning also employs a pedagogical model in which students are guided to move through three levels of understanding as they gain proficiency in the fundamentals of each competency. Levels of Understanding are as Critical thinking, Reflective practices, scientific perspectives and engaged learning. Each of the three dimensions (Awareness, Compassion and Engagement) in SEE Learning is linked with a broad goal. SEE Learning's 'Enduring Capabilities' are similar to higher-order learning outcomes, in that they specify what students should be able to do better as they progress through the program. As per the policy document of NEP-2020, "The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values." Therefore, the SEE Learning will support and guide to achieve the goal of NEP-2020.

Key words: *The Pedagogical Model, SEE (Social, Emotional and Ethical)*

Introduction:

The twenty first century of human world is so complex; every human being is faces a lot of challenges as a member of society. To educate the human being to face the challenges and contribute in creation of harmonious environment is a challenging task for educators and policy makers. Compassion and ethics can support to develop the wisdom among students and other stakeholders. Embedding the SEE learning in educational activities will enable the stake holders to critically examine their actions and control their destructive emotions accordingly to maintain the harmonious environment for others. The Social, Emotional and Ethical (SEE) Learning is a pedagogical approach which proposed to providing socio-emotional support and improving basic skills. It is developed by Emory University and the collaboration with the Dalai Lama Trust. Altekar(1944) mentioned Body, mind, intellect and spirit constitute a human being, the aims and ideals of ancient Indian education was to promote their simultaneous and harmonious development. The Dalai lama (2014) who has long supported that

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the education should be for both soul and mind and it should be indispensability of inner values such as love, compassion, justice and forgiveness as mentioned in M.Gandhi's Basic education (1937) that education should be for soul, mind and body, collaborated with Emory University and develop the programme for teachers and administrators. This programme is intended to fostering the ethical development of learner as well as for teacher and administrators with consideration of universal, nonsectarian and scientific approach. The Dalai Lama advocated for a holistic approach to education that have to cultivates ethical and caring mind set as basic human values along with traditional academic curriculum, that can provide a new learning experiences. Holistic education is comprehensive approach of Teaching –Learning. In this approach, an integrated learning framework is used to address the social, ethical, emotional and academic needs of students. Indian ancient education system had holistic approach of Teaching-Learning. Dar & Somaskandan (1966), Malaviya ji was firm believer that the holistic development of students should be the core value of the educational activities and the character building of students is more important than intellectual development. As per the policy document of NEP-2020, "The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values." Duby (2021) underline the need for holistic education to lead the country into the twenty-first century, he emphasized the emotional, ethical, moral, cultural, social and academic needs must be considered for the development of personality. Therefore, the SEE Learning will support and guide to achieve the goal of NEP-2020. The present paper is on the Pedagogical Model of SEE.

Levels of Understanding:

SEE Learning also employs a pedagogical model in which students are guided to move through three levels of understanding as they gain proficiency in the fundamentals of each competency. This is because developing character strengths and values requires not merely the acquisition of knowledge, but realizing that knowledge on a personal level and then deeply internalizing it. In the first level, received knowledge, students learn by listening, reading, discussing, exploring, and experiencing. This level exposes students to basic information and an experience related to the competencies and helps them develop a rich understanding of each one. While essential, this level of knowledge is not sufficient on its own, because such knowledge has not yet become personal. Students should also be encouraged to use their critical thinking to investigate the topics deeply, using many different lines of approach, and apply them to their own situations so that they can reach the second level of critical insight. This refers to "a-ha moments" in which students gain personal insight, connecting the knowledge they have received to their own lives and existence. At this level, the knowledge is not merely received but has led to a new perspective on the world; it has become the students' own knowledge. Each learning experience in the SEE Learning curriculum provides several "insight activities" for achieving these new perspectives over time. These new perspectives may not be stable at first, so in order for them to become character strengths and personality traits in the deepest sense, repeated familiarization is necessary. Therefore, teachers are encouraged to help students reinforce these insights through reflection practices also contained in the curriculum. This leads gradually to the level of embodied understanding. Critical thinking facilitates the acquisition of knowledge at each of these successive levels of understanding. This pedagogical model implies

exploration by students on their own, not direct instruction. The teachers' role in SEE Learning is often that of a facilitator rather than instructor. Students are encouraged to think for themselves and embrace their questions. This is the only way to progress through the three levels of understanding.

To facilitate the acquisition and internalization of knowledge and skills at each of these three levels of understanding, SEE Learning identifies four Key Learning Threads. These key learning threads are pedagogical components that function as the principal avenues for exploring, critically assessing, and internalizing the various topics and skills of SEE Learning. They are called learning threads because they should be evident in the curriculum and thereby become woven through the entire program, allowing knowledge and understanding to build and deepen over time on a firm foundation.

1. **Critical thinking.** The first of the key learning threads is critical thinking, which forms an essential part of SEE learning at every stage. Within the context of SEE Learning, critical thinking can be understood as the exploration and investigation of topics and experiences through logical reasoning, multiple perspectives, dialogue, debate, and other related activities in order to reach a deeper and more nuanced understanding. As a result, the key learning thread of critical thinking in SEE Learning involves encouraging students to explore the nature of making sound arguments and engaging in sound reasoning, and to discover the process of asking the right questions, rather than having the right answers.

2. **Reflective practices.** The second key learning thread is reflective practices. Reflective practices are activities in which students' direct attention toward their inner experience in a sustained and structured way in order to develop a deeper personal understanding and internalize the skills and topics covered in their learning. The reflective practices of attention support a second category of reflective practices involving analysis and critical thinking, such as reflecting on a certain topic with sustained attention and investigating it from various angles. Reflective practices are key tools for developing a richer received knowledge and for deepening that received knowledge to the levels of critical insight and eventually embodied understanding. Certain schools may feel comfortable approaching reflective practices as secular contemplative practices, while other schools may wish to avoid such an approach given the association that is sometimes made between contemplative practices and religion.

3. **Scientific perspectives.** The third key learning thread is scientific perspectives. Because SEE Learning approaches ethical development in large part through the cultivation of emotional literacy, it is crucial that teachers and students gradually develop an understanding of the science around emotions and other topics included in the program. The program material will be better understood and students and teachers will be more motivated to engage with it if they understand some of the science informing the approaches and topics being presented. Because science is based on empirical observation and the theorizing and testing of cause and effect, the key learning thread of scientific perspectives also supports critical thinking.

4. **Engaged learning**. The fourth and final key learning thread in SEE Learning is engaged learning. This term refers to learning strategies and methods that are active, participatory, and embodied for students, in contrast to approaches where students receive material in a passive and static way. Engaged learning involves cooperative learning (group projects, student-led discussion, collaborative games); creative expression (arts,

music, writing, performance); community engagement projects (such as service projects); and ecological learning (such as engaging directly with the natural world). Engaged learning is complementary to the other key learning threads and allows students to experience and further explore what they are learning in a direct, embodied, and practical way, by seeing what it is like to put into practice what they have been learning conceptually or by engaging in a practice that they can reflect on subsequently. As with the other key learning threads, engaged learning helps facilitate the movement of students through the three levels of learning: received knowledge, critical insight, and embodied understanding.

Goals:

Each of the three dimensions (Awareness, Compassion and Engagement) in SEE Learning is linked with a broad goal. This goal is inspirational in nature and it is not intended as a benchmark by which to measure the progress of students. Instead, it indicates the direction toward which learning can take place. As illustrated by the goals, SEE Learning embraces a growth model promoting the continuous enhancement of capabilities across the student's entire educational career.

1. **Awareness.** Students will gain greater first-person attentiveness and awareness of their own thoughts and feelings; greater awareness of others and their mental lives; and greater awareness of interdependence as it relates to their own lives and to broader systems within which they live.

2. **Compassion**. Students will cultivate skills of emotional hygiene and self-care; empathy and courageous compassion for others; and an abiding recognition of common humanity that values all people everywhere.

3. **Engagement**. Students will develop increasingly sophisticated self-regulation skills, discerning behavior that is beneficial to self and others from that which is not; the ability to relate productively and caringly with others; and the ability to engage effectively and confidently on a larger community and global level for broad social benefit.

Enduring Capabilities:

SEE Learning's 'Enduring Capabilities' are similar to higher-order learning outcomes, in that they specify what students should be able to do better as they progress through the program. However, they are distinguished from specific learning outcomes that are tied to age and grade level. This is because Enduring Capabilities are skills and types of knowledge that students can continue to return to, reflect upon, and more deeply embody throughout their educational experience and entire lives. In the following, the enduring capabilities are explained under each component of the framework.

1. **Component: Attention and Self-Awareness**

   - **Attending to Emotions**– Attend to and identify one's emotions in type and intensity as they arise.
   - **Attending to Our Body and Sensations** – Notice and describe sensations in the body, and understand how they relate to stress and well-being.
   - **Map of the Mind** – Categorize emotions in relation to one's own experience and to existing emotion models.

2. **Component: Self-Compassion**

- **Self-Acceptance** – Accept oneself and one's emotions by understanding their context, allowing for a relaxation of self-judgment.

- **Understanding Emotions in Context** – Understand how emotions arise within the context of underlying needs, perceptions, attitudes, and situations.

3. **Component: Self-Regulation**

- **Balancing the Body** – Regulate the body and nervous system to optimize well-being, especially when affected by stress.

- **Cognitive and Impulse Control** – Direct and sustain attention on chosen objects, tasks, or experiences, avoiding distraction.

- **Navigating Emotions** – Respond constructively to impulses and emotions and cultivate the behaviors and attitudes that facilitate one's long-term well-being.

4. **Component: Interpersonal Awareness**

- **Appreciating Diversity and Difference** – Appreciate that part of our shared reality is the diversity, uniqueness, and difference of individuals and groups, learning to respect those differences and the way they add to our collective life.

- **Attending to Our Shared Reality with Others** – Appreciate what we share with others on a fundamental level, such as wanting to experience happiness and avoid hardships, having emotions and body states, and other common experiences.

- **Attending to Our Social Reality** – Recognize our inherently social nature and attend to the presence of others and the roles they play in our lives.

5. **Component: Compassion for Others**

- **Appreciating and Cultivating Kindness and Compassion** – Value the benefits of kindness and compassion and purposefully nourish them as a disposition.

- **Appreciating and Cultivating Other Ethical Dispositions** – Value and foster development of ethical dispositions and prosocial emotions such as forgiveness, patience, contentment, generosity, and humility.

- **Understanding others' feelings and emotions in context** – Understand others' feelings and reactions in relation to the situations in which they occur, and understand that, like oneself, others have feelings caused by needs.

6. **Component: Relationship Skills**

- **Conflict Transformation** – Respond constructively to conflict and facilitate collaboration, reconciliation, and peaceful relations.

- **Empathic Listening** – Listen attentively with the purpose of more fully understanding others and their needs.

- **Helping Others** – Offer help to others according to their needs and proportionate to one's ability.

- **Skillful Communication** – Communicate compassionately in a way that empowers self and others.

7. **Component: Appreciating Interdependence**
   - **Individuals within a Systems Context** – Recognize how all individuals exist within a systems context, and how they affect and are affected by that context.
   - **Understanding Interdependent Systems** – Comprehend the interrelated nature of our world and the methods of systems thinking

8. **Component: Recognizing Common Humanity**
   - **Appreciating How Systems Affect Well-Being** – Recognize how systems can promote or compromise well-being on cultural and structural levels, such as by promoting positive values or perpetuating problematic beliefs and inequities.
   - **Appreciating the Fundamental Equality of All** – Extend the realization of fundamental equality and common humanity to those outside one's immediate community and ultimately to the world.

9. **Component: Community and Global Engagement**
   - **Engaging in Communal and Global Solutions** – Explore and reflect on creative and collaborative solutions to issues affecting one's community or the world
   - **Exploring One's Potential for Effecting Positive Change in Community and World** – Recognize one's own capacity to individually or collaboratively effect positive change based on one's abilities and opportunities.

In each component of SEE Learning, educators will seek to facilitate learning on all three levels of understanding—received knowledge, critical insight, and embodied understanding—by introducing material, helping students deepen their understanding so that they can achieve critical insights, and then reinforcing this knowledge and these insights through practice and repeated familiarization. Despite the specification of Enduring Capabilities, SEE Learning is not designed to be prescriptive in nature. Furthermore, while the SEE Learning curriculum is designed to build the skills and values associated with the objectives of a particular dimension, it should be noted that competencies across dimensions are mutually reinforcing, and teachers can make connections between a topics addressed within one dimension to those associated within the other two areas.

Conclusion:

The present paper is on the Pedagogical Model of SEE. The twenty first century of human world is so complex; every human being is faces a lot of challenges as a member of society. To educate the human being to face the challenges and contribute in creation of harmonious environment is a challenging task for educators and policy makers. Compassion and ethics can support to develop the wisdom among students and other stakeholders. Embedding the SEE learning in educational activities will enable the stake holders to critically examine their actions and control their destructive emotions accordingly to maintain the harmonious environment for others. SEE Learning also employs a pedagogical model in which students are guided to move through three levels of understanding as they gain proficiency in the fundamentals of each competency. Levels of Understanding are as Critical thinking, Reflective practices, scientific perspectives and engaged learning. Each of the three dimensions

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